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CSUDH OCCUPATIONAL THERAPY

Supervising Across Generations: Supporting Today's Fieldwork Students

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For access to PowerPoint go to resources:
https://tinyurl.com/OTACConf26

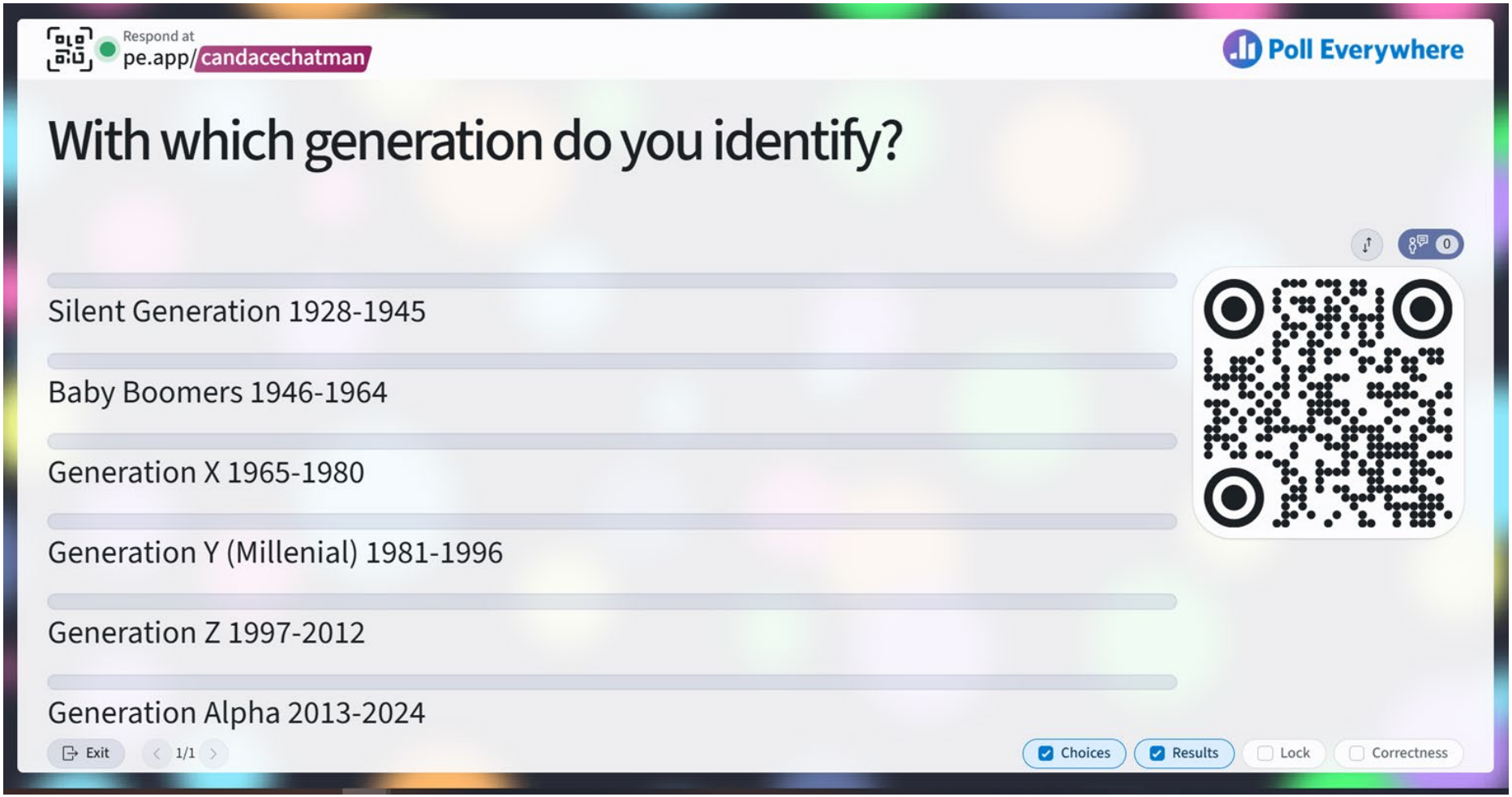
Objectives

1. **Describe the "generational" differences that impact the relationship between fieldwork educator and students.**

1. **Name two "generational" related factors that could be impacting FW student performance and/or behavior.**

1. **Identify three strategies to support fieldwork educators in their response and support of students.**

Poll: Which generations are here?



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Generations Activity

Question for the group:

Consider independence and freedom while you were growing up.

At what age were you allowed to walk to a friend's house, the park, a store, or similar, by yourself, at least ¼ of a mile?

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Commonly Reported Student Challenges

- Freezing
- Difficulty sleeping
- Difficulty with habits and routines
- Tardiness
- Lack of professional communication skills
- Unable to take constructive feedback
- Interactions too casual (written and verbal)
- Inability to rebuild relationships
- Intense need for personal safety (especially in settings that are essentially safe)
- Focus on self
- Lack of grit
- Lack of retention
- And more…

Research Question

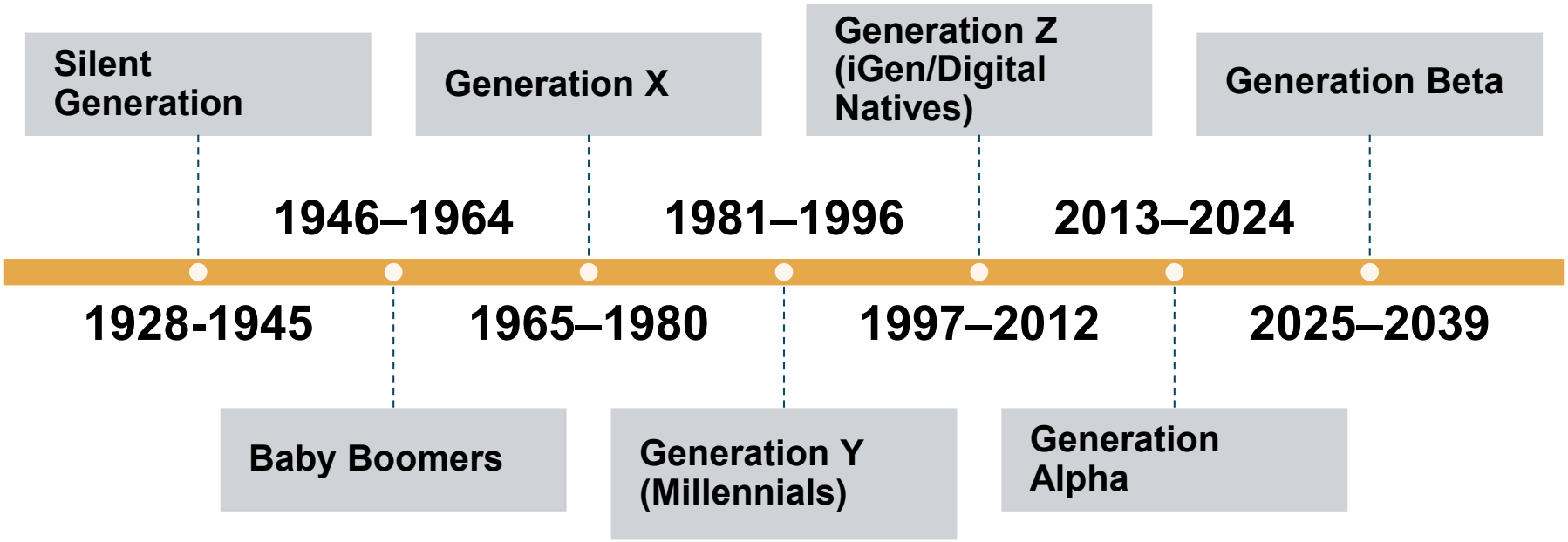
Are there "generational" differences causing the perceived challenges between fieldwork educator and students?



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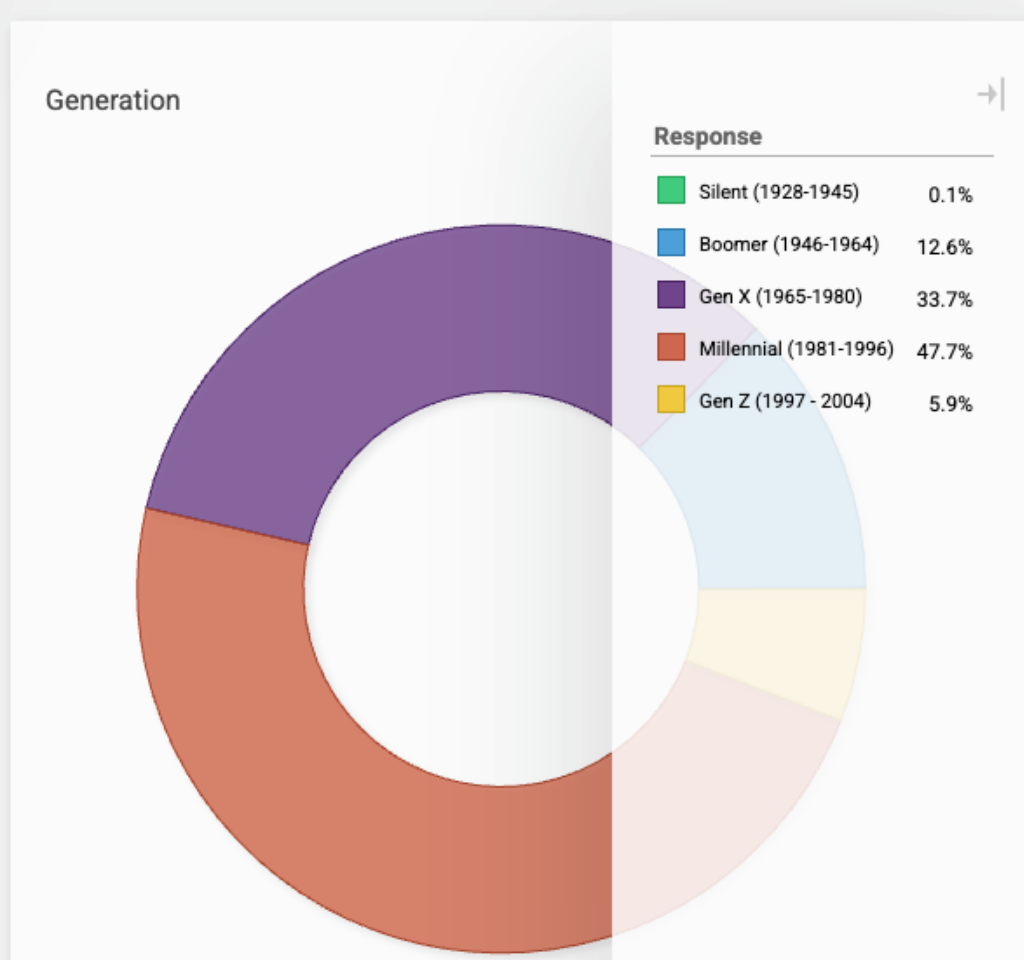
Generations



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Data from AOTA 2023 Workforce and Compensation Survey Premium Report

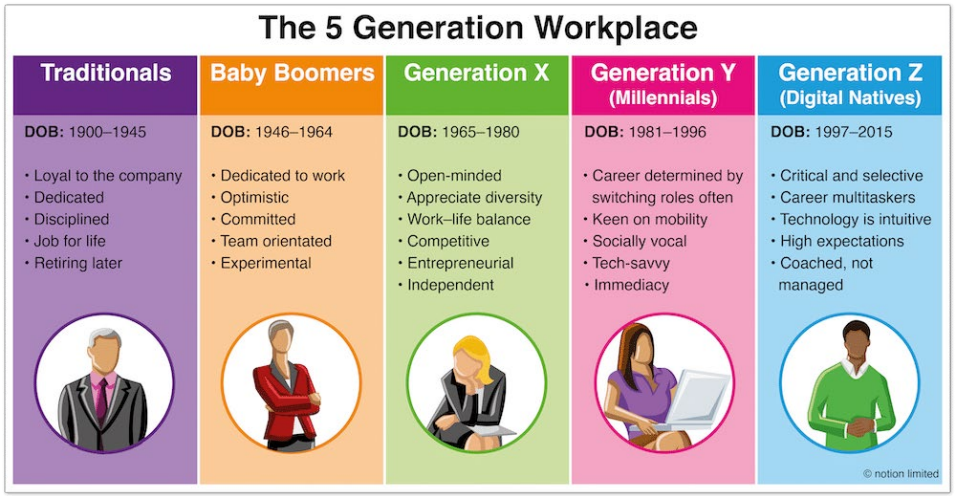


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Scientific Discourse on Generations

- Categories are not scientifically defined
- Reliance on “generations” creates:
  - stereotypes and over simplification
  - biases and ageism in the workplace
  - emphasis on differences instead of similarities
- Stats focus largely on upper class bias



(Dimock, 2019; Dimock, 2023; Rudolph et al., 2023)

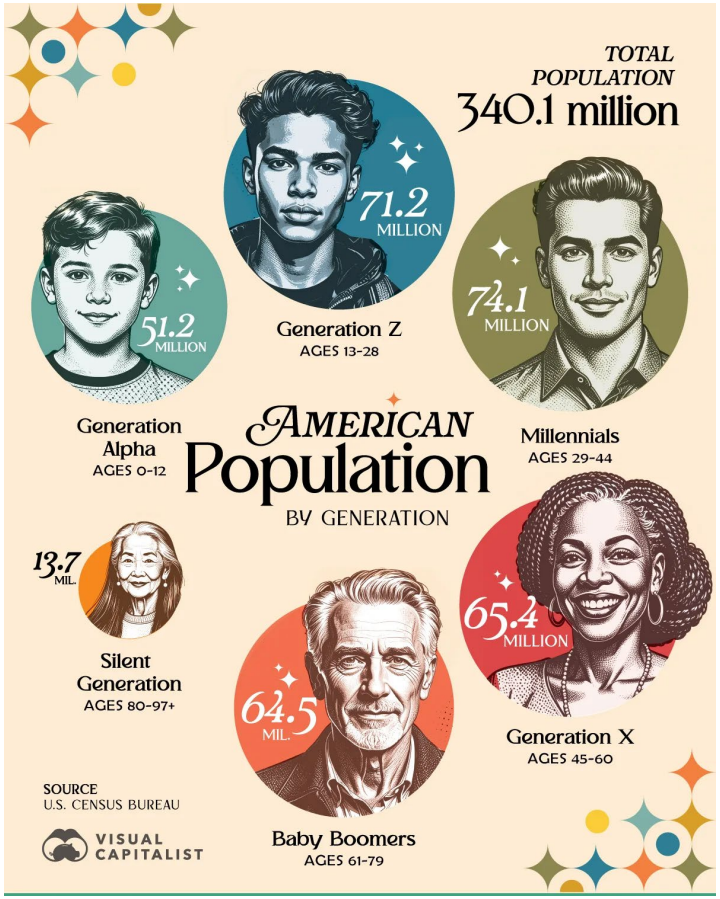
(image: StarManager, n.d.)

Why Consider Generational Differences?

- It helps us to make sense of the world.
- Generation data can be a tool to:
  - Analyze how formative experience interacts with
    - the life cycle
    - the aging process shaping opportunities
    - view of the world
  - Support each generation as individual from others with real, unique differences
- The PEO model makes OTs particularly skilled at understanding difference between generations.

(Deluliis, E & Saylor,E., 2021; Dimock, 2019; Dimock, 2023; Rudolph et al., 2023)

Throughout the Presentation:



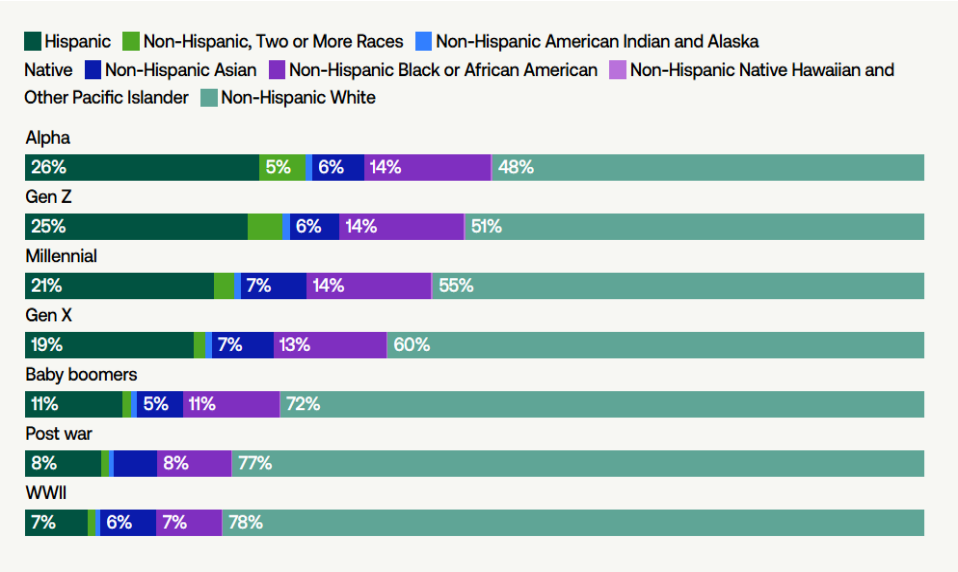
- Be cautious about over generalizing.
- Remain curious about the individual.
- Remember:
  - every generation complains about the generation younger than them
  - these are our students and colleagues

(Dimock, 2023 Image: Conte, 2026)

Demographic Differences of Gen Z in the US

- Born 1997-2012
  - 21% of the US population in 2026

- First generation to have:
  - Social Emotional Learning in education (1995)
  - Have non white ethnic majority (1997)
  - Access to cellphones during their ENTIRE adolescence



(Collaborative for Academic, Social, and Emotional Learning [CASEL], n.d; Dimmock, 2019; Haidt, 2024; Twenge, 2017; Seedmiller, 2017 (Images: PNGAll, n.d.;USAFacts Team, 2024)

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Demographics Differences of Gen Z in the US

More likely than previous generations to:

- Be accepting of LGBTQ+ identities
- Be supportive of gender equality
- Be racially and culturally inclusive
- Be accepting of differences
- Focus on personal safety
    - physical and psychological
- Be cautious about finances
- Value job security
- Support restricting speech

(Haidt, 2024; Seedmiller, C & Grace, M., 2017; Twenge, 2017; U.S. Census Bureau, 2023)

Demographics Differences of Gen Z in the US

Less likely than previous generations to:

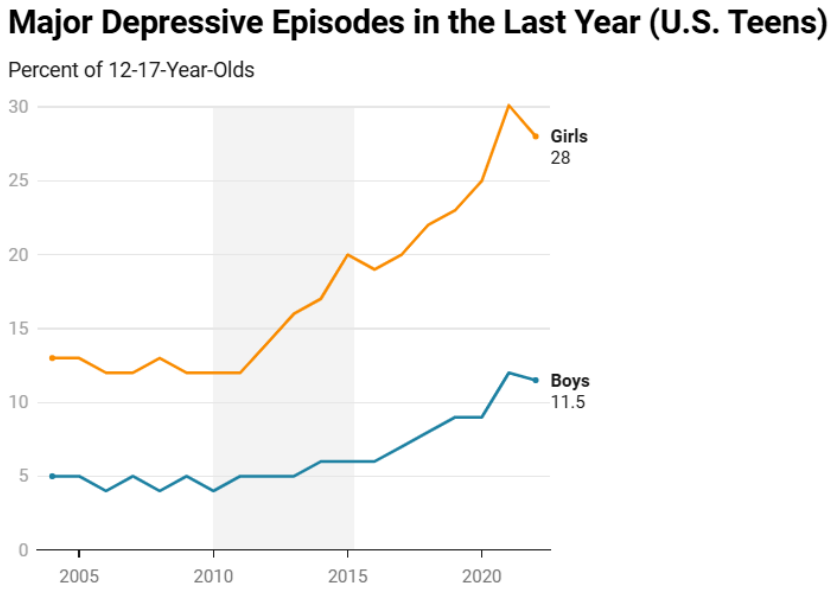
- Socialize in person
- Get driver's license when they are of age
- Engage in risky behavior
- Go out without parent supervision
- Have sex as teens
- Drink alcohol
- Have part time jobs as teens
- Be judgmental of differences
- Be involved in religion
- Participate in elections- locally and nationally

(Haidt, 2024; Seedmiller, C & Grace, M., 2017; Twenge, 2017; U.S. Census Bureau, 2023)

Mental Health and Gen Z

Data of Gen Z (12-17 years old) showed:

- Decreases in leaving the house
- Decreases in hanging out with their friends
- Increases in feeling left out or lonely
- Increases in feeling they couldn't do anything right, life wasn't useful or enjoyable



(image: Haidt, n.d.)

(American College Health Association, n.d.;Haidt, 2024; Twenge, 2017)

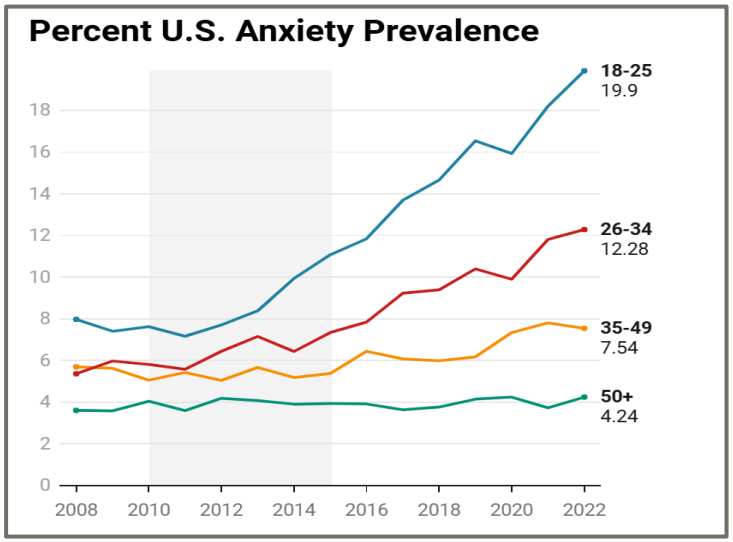
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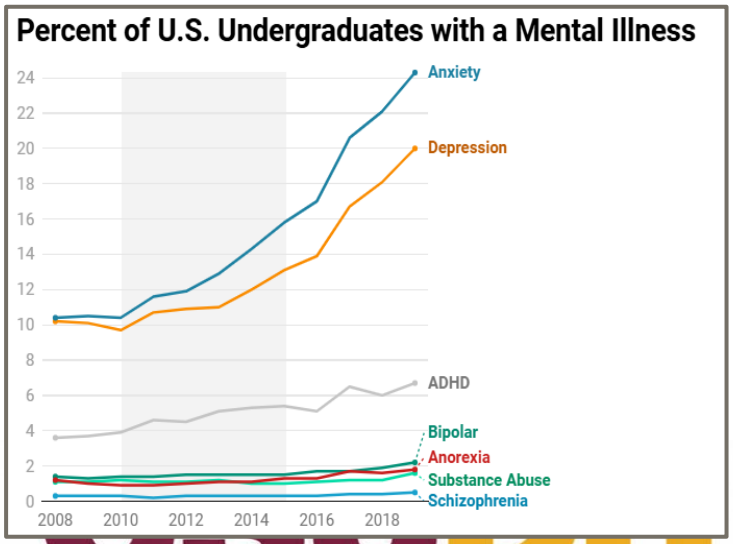
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Mental Health and Gen Z

Increased reports of:

- Major depressive disorder
- Anxiety
- Self harming behavior
- Suicide or suicidal thoughts





(images: Haidt, n.d.) (Goodwin, Weinberger, Kim, Wu, & Galea, 2020;Goodwin, Dierker, Wu, Galea, Hoven, & Weinberger, 2022; SAMHSA, 2018)

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Research Question:

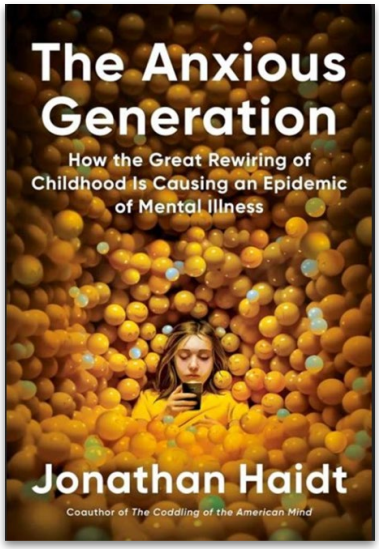
Which generational related factors could be impacting FW student performance behavior?

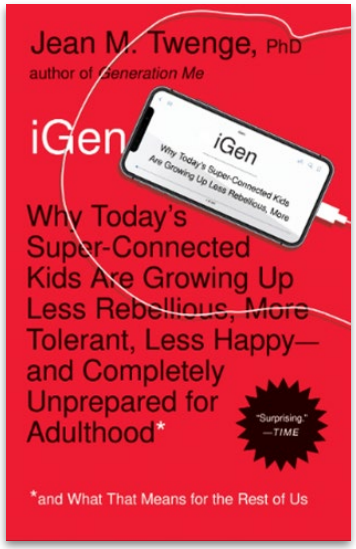


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A Few Resources that informed our presentation





COMMUNITY RESILIENCE INITIATIVE

Trauma-Informed Certifications

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Generational Related Factors

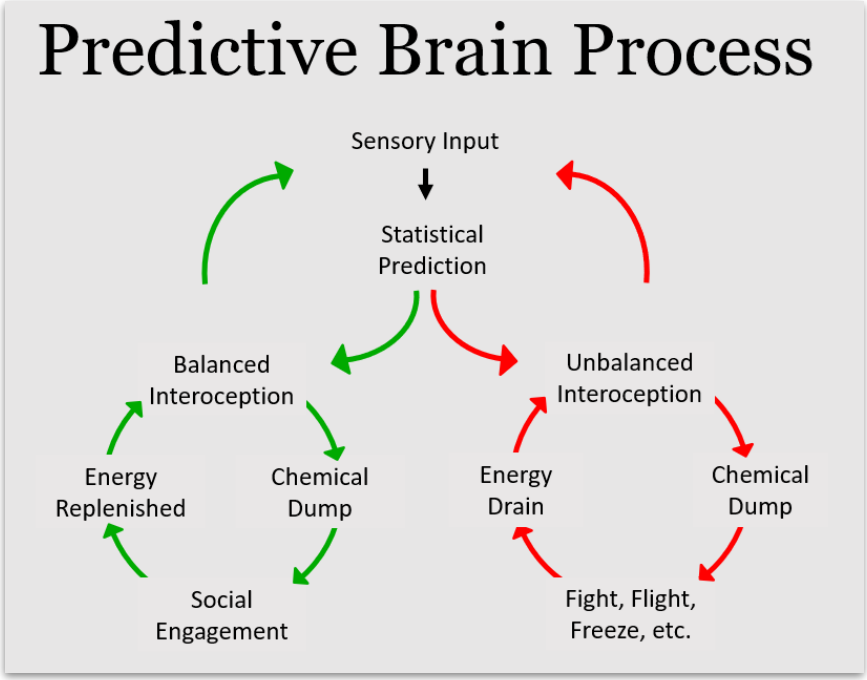
- Development and adoption of smartphones into daily life
- Changes in play and play development
- Increasing identification and recognition of disabilities
- Changing perceptions of personal and psychological safety
- Changes in neurological responses



https://people.com/smartphones-hurt-kids-mental-health-harm-anxious-generation-exclusive-8622265

Predictive Brain Theory

- Sensory input = Statistical prediction
  - 11 million pieces of sensory input every minute
- The brain is predictive.
- The reaction could be positive or negative.
- The body establishes a need and communicates that need through **behaviors.**
- **Discover** vs **Defend** modes (Haidt, 2024).



(Griffin, 2025)

Predictive Analysis - Threat Response

- Evolutionary default is to predict threat (i.e. “fight, flight or freeze”) to ensure our safety.
- Important to understand our student’s rewards and threat systems to understand thoughts, behaviors and emotions.
- Constant state of threat response - unable to engage and learn.

(Griffin, 2025)

Predictive Analysis - Resilience Response

- Resilience is like a scale between threats and positive input.
- Threat for survival and building resilience.
- Balance + regulation — ability to change behavior.
- Relationships are #1 protective factor.
- Future positive sensory cues/triggers can promote feelings of **safety** and rewards.

> **Resilience is rewiring the brain from threat predictions to safety predictions.**

(Griffin, 2025)

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Defend Mode

Increased anxiety

Lower frustration tolerance for ambiguity

High need for structure *and* reassurance

Difficulty with independence and problem-solving

Extreme aversion to risk-taking

Tension between accommodations and skill-building

Discover Mode

Relationship

Curiosity

Positive emotion

Readiness to act

Readiness to learn and explore

(Haidt, 2024; Simon et al., 2023; Twenge 2017)

The decline in physical, independent play

Beginning in the 1980s

- **Decline in free play and independence**
  - Less recess and greater academic pressure
  - Fewer opportunities to explore without adults
- **Heightened safety concerns**
  - Media coverage of crime and child abductions
  - Fear of danger or judgment
  - Overprotective (“helicopter”) parenting
- **Changes in communities**
  - Increased traffic
  - Less walkable neighborhoods
  - Fewer shared play spaces

By the early 2010s, children already had fewer opportunities for independence and real-world risk-taking.



“We’ve created a safe, nonjudgmental environment that will leave your child ill-prepared for real life.”

Image: Haefeli, 2004 Haidt (2024); Marzi et al. (2018); Cooklin et al. (2020)

The Great Rewiring of Childhood

Approximately 2010–2015:

- Rapid transition from a **play-based** to a **phone-based childhood**
- **Girls:** Social comparison, perfectionism, and harmful feedback loops
- **Boys:** Greater immersion in gaming, pornography, and other screen-based activities

Result: Phone-based activities increasingly filled the space left by declining independent play.



Source: Haidt (2024)

Students and Smartphone/Cyber Use

- Decreased parenting in the cyber world
- Socializing more on their phones than in person
- Students report that even when not on their phones, they're thinking about their phones
- Divided attention
- Have grown up multi tasking
- Real world feels underwhelming, understimulating
- Don't know how to be bored
- Constant phone use = mental overload
- Constant access to everything going on in the whole world

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When We Rely on Our Smartphone:

1. What social opportunities do we miss?
2. Why do we feel the need to use a phone to feel more comfortable, confident, or safe in social situations?
3. Have we become out of practice at meeting new people?

Processing Skills and In-Person Social Opportunities

Social skills	Micro-repairs after awkward moments	Empathy & Connection	Perspective taking
High Level Cognitive skills	Problem solving	Conflict Negotiation	Peer level Conflict & Resolution

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Safety-ism Explained

Concept Creep: Safety vs Safetyism

1.	Physical Overprotection	• Example: Less unsupervised outdoor play • Fewer Opportunities for peer conflict resolution • Reduce tolerance for physical risk
2.	Emotional Overprotection	• Example: Avoiding “triggering” material • Anxiety as a signal to withdraw rather than approach • Framing words and ideas as form of “harm”
3.	• Emotional Discomfort • Interpersonal conflict • Social Rejection	Harm, “I’m not safe!”

The Authors are not

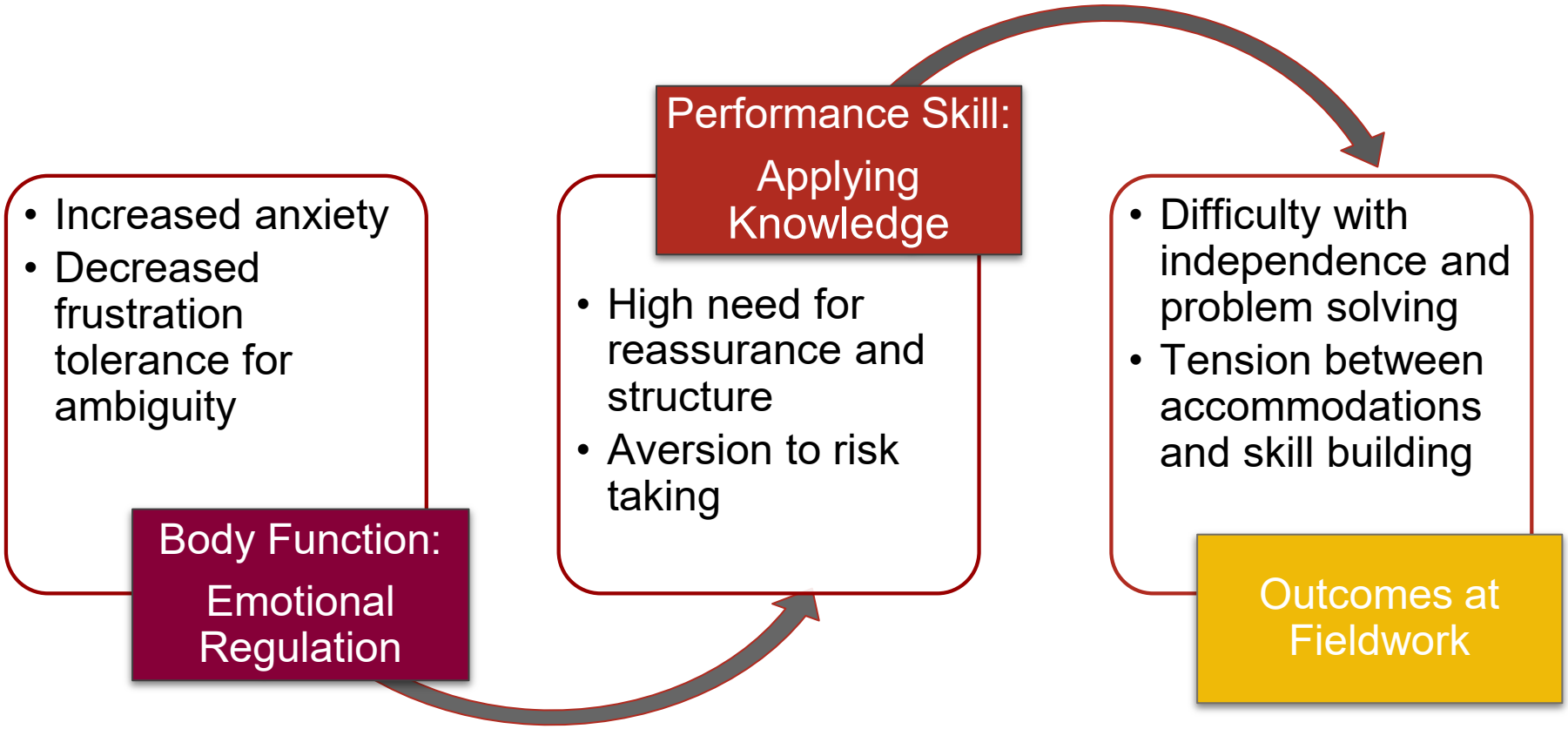
- against protections from genuine harm (e.g. bullying, harassment, abuse)
- against mental health support
- arguing that trauma isn’t real

(Haidt, 2024; Twenge 2017)

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How SAFETY-ism Shows Up at Fieldwork



(Haidt, 2024; Simon et al., 2023; Twenge 2017,)

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SAFETY-ism IS NOT Taking Aim at Students with Disabilities

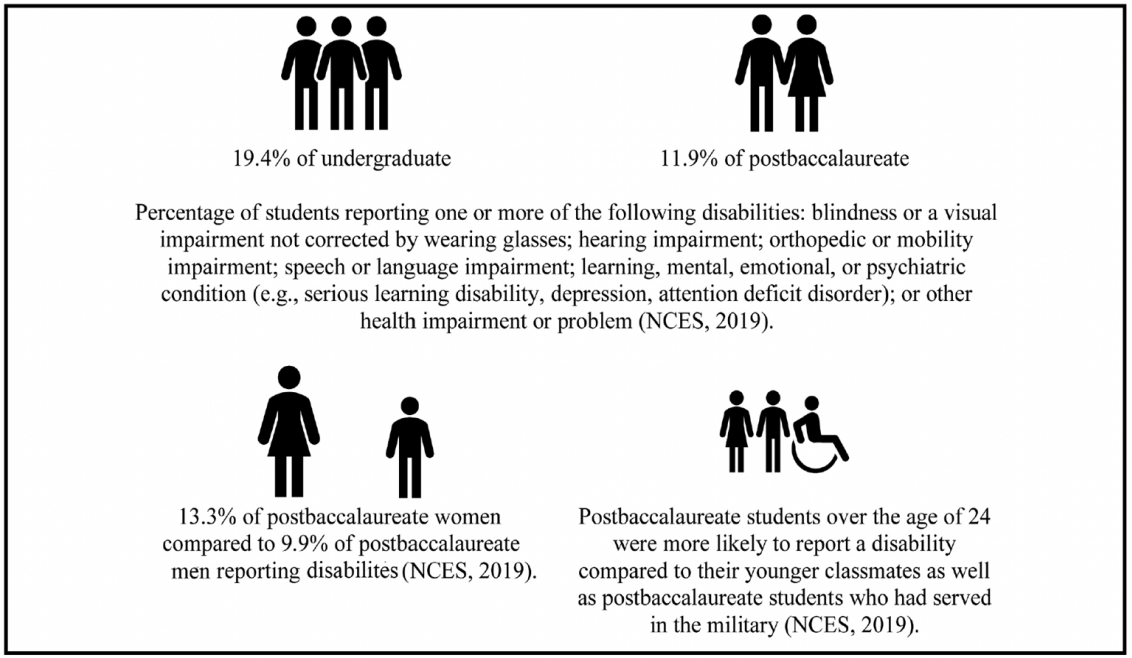


Figure 9-1. Statistics pertaining to students with disabilities.

Disabilities are:
An impairment that **substantially limits** one or more major life activities

OTE Programs provide approved accommodations to students with a **documented** disability.

Purpose:
To ensure academic activities, such as fieldwork, are accessible to students disabilities.

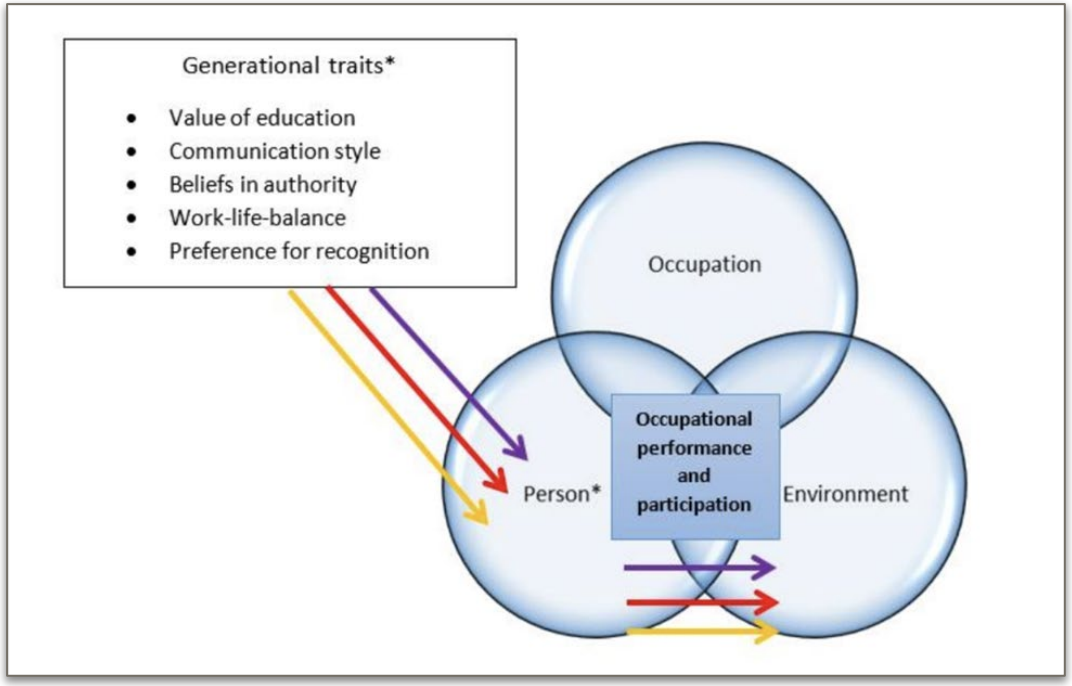
(American Psychological Association, 2018; Simon et al., 2023)

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Understanding Learning Through PEO and Trauma

- Real or perceived "harm" can impact occupational performance and participation.
- SAFETY-ism is not exclusive of actual trauma.



(Deluiss, E. & Saylor, E. 2021; Dimock, 2019; Dimock, 2023; Haidt, 2024; Twenge, 2017; Seedmiller, 2017)

Trauma Defined

> Individual trauma results from an event, series of events, or set of circumstances that is ***experienced*** by an individual as ***physically or emotionally harmful or threatening*** and that has ***lasting adverse effects*** on the individual's functioning and physical, social, emotional, or spiritual well being.

(SAMHSA, 2014)

What are Examples of Trauma?

Obvious Traumatic Events	Less Obvious Examples
Community and school violence	Life changing medical condition
Refugee in warzone trauma	Psychiatric crisis
Natural disasters	Verbal abuse
Terrorism	Significant loss/divorce
Abandonment	Serious accidents
Sexual abuse	Neglect
Intimate partner violence	Stigma
Physical abuse/torture	Historical/generational trauma
Global health events	

Asking the Right Question

Using a Trauma-Informed Approach

Not: “What did you do?”

Not: “What happened to you?”

Instead:

“How did you experience what happened to you?”

(Griffin, 2025)

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Research Question:

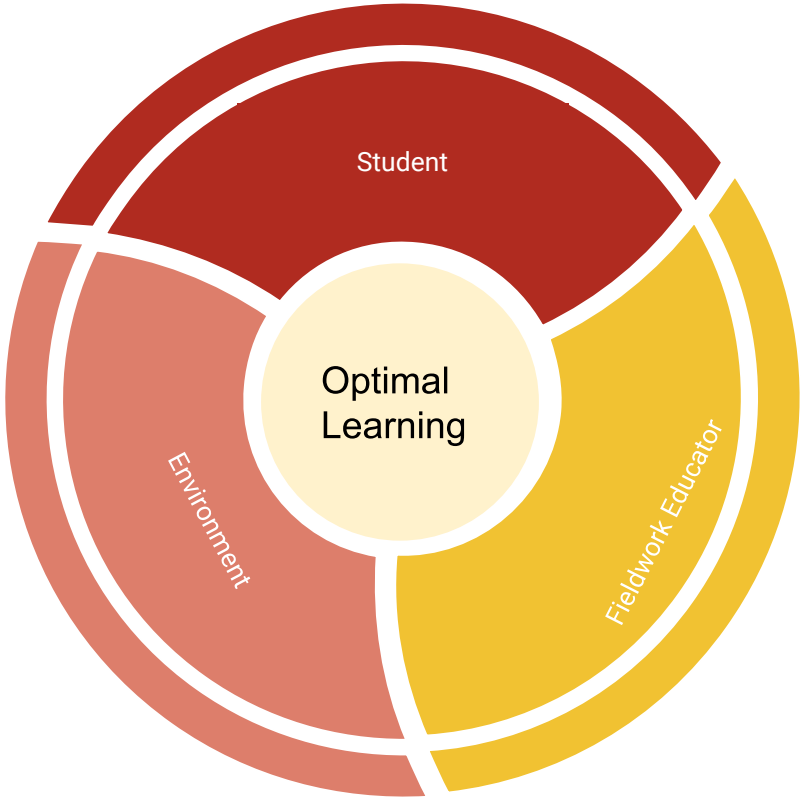
What strategies can support fieldwork educators in understanding and meeting each student's needs?



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Optimal Learning Model for Fieldwork:



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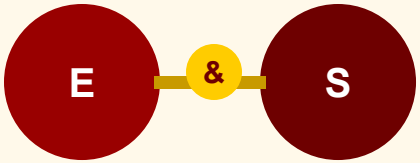
The Fieldwork Education Partnership

An effective partnership depends on what both people bring to the experience.

E Effective Fieldwork Educator

- Flexible
- Welcoming
- Encouraging
- Organized
- Empathetic
- Competent
- Supportive
- Passionate about OT
- A role model
- Committed to teaching

THE PARTNERSHIP



The optimal fieldwork educator–student dyad changes everything.

Mutual respect and clear expectations

Shared responsibility and growth through feedback

S Successful Fieldwork Student

- Communication skills
- Interpersonal skills
- Problem-solving
- Resilience
- Ethical reasoning
- Emotional awareness
- Accepts feedback
- Engages in reflection

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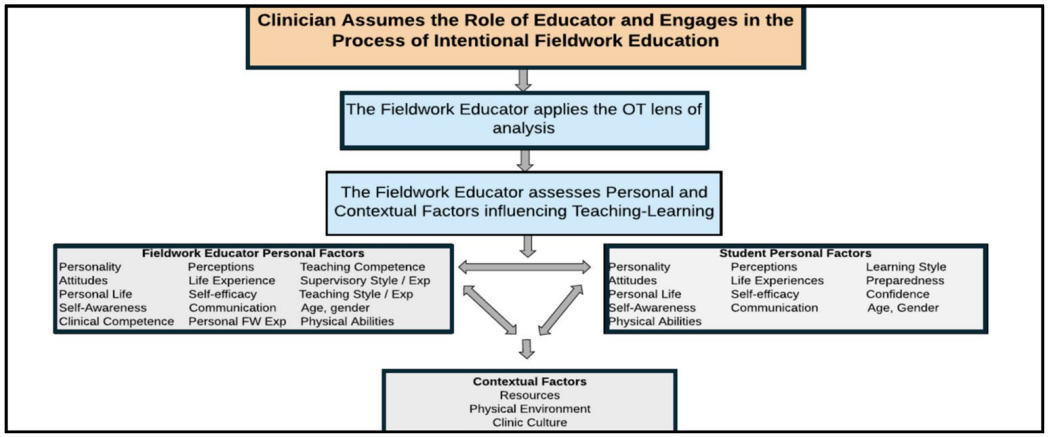
Best Practices to Support FW Education

- **The Intentional Fieldwork Educator Model (IFEWM)**
- **Bridging the Gap: Three Strategies to Optimize Professional Relationships with Generation Y and Z**
- **The ROLES**

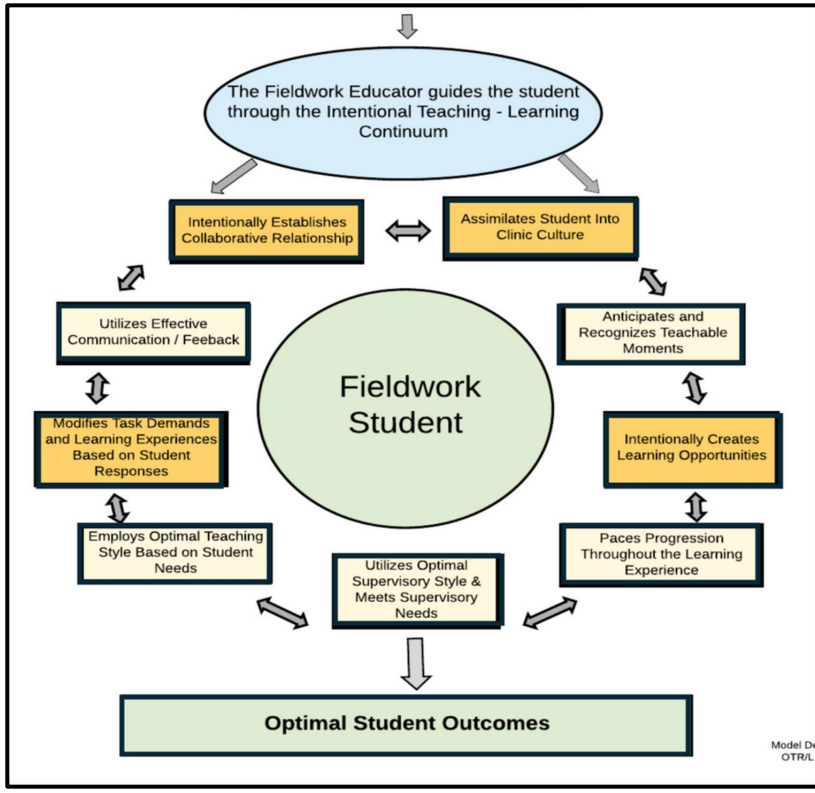
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Intentional Fieldwork Education Model (IFWEM)



Note :
Each step is bidirectional- actions and choices influence the outcome of each other.

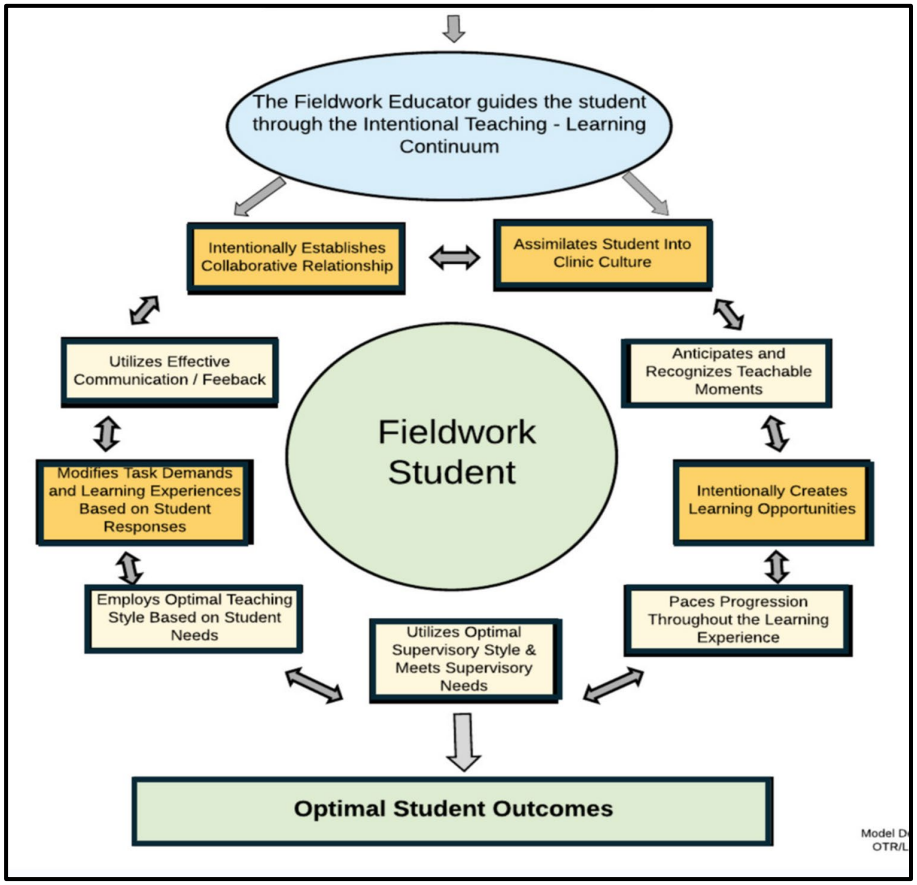


(Crawford & Hanner, 2022)

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IFWEM and Generation Z: Takeaways



- Invest in teaching and learning
- A collaborative approach
- Know your supervision style and your student's learning style
- Scaffold the learning and maximize teachable moments
- Open communication is key!

(Crawford and Hanner, 2022)

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Optimizing Professional Relationships





Strategies are based in PEO Model

- Students are not deficient
- Learning is accelerated by relationship and dialogue.
- Motivation increases when students see meaning.
- Initiative develops through coaching, not pressure.
- Professional identity must be nurtured, not demanded.

(Deluliis, E. D., & Saylor, E., 2021)

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Strategy 1:
Be a Coach & Mentor - Not Just a Supervisor

Learning Mechanism:	• Modeling • Dialogue • Feedback loops • Trust-based correction
This addresses:	• Initiative development • Professional reasoning • Autonomy

Benefits:

- Improves performance
- Increases morale and engagement
- Encourages two-way communication
- Builds transparency and trust

(Deluliis, E. D., & Saylor, E., 2021)

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Strategy 2:
Model Professionalism and Self-Direction

Learning Mechanism:	• Explicit instruction and demonstration • Repeated application
This addresses:	• The hidden curriculum gap • Professionalism

Questions that help learners generate their own plan:

- What have you already tried?
- What barriers are still in your way?
- What are your next action steps?

(Deluliis, E. D., & Saylor, E., 2021)

Strategy 3:
Foster a Growth Mindset

Learning Mechanism:	• Cognitive reframing • Error normalization • Resilience building
This addresses:	• Fear of failure • Defensive learning behaviors

Debriefing with reflective questions like:

- What went well?
- How did you use your strengths?
- Where did you stretch yourself?
- What will you try next time?

This encourages self-awareness, initiative, and confidence.

(Delulis, E. D., & Saylor, E., 2021)

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ROLES

Recognize. Observe. Label. Elect. Solve.

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ROLES | Recognize

- What is your perspective?
- What is your emotional/mental state?
- Do you have a plan in place to regulate yourself?
- Bring calm.
- “Be curious not furious.”
- How will you communicate?

(Community Resilience Initiative, 2020; Griffin, 2025)

ROLES | Observe

- What is the external behavior that you observe?
- How is the student communicating internal predictions of fight, flight, freeze or safety?
- What does your student need? Proximity or safety or connection?
- How is the student communicating their needs regarding threat or safety?
- Do you recognize a behavioral pattern from past experiences?
- Does the environment facilitate a feeling of safety?

(Community Resilience Initiative, 2020)

ROLES | Label

- Links internal emotional expression with external behavior.
- “Hard judgment labeling” arises from observer’s biases.
- “Soft judgment labeling” shows less direct judgment but can still be negatively interpreted.
- Was a neutral space created?

(Community Resilience Initiative, 2020)

ROLES | Elect

- Elect to display a positive attitude.
- Elect: a self-focused strategy that sets the tone.
- Encourages FWE to set aside biases and judgment.
- Promotes a shift to a positive interaction.
- Encourages trust, respect, open communication.

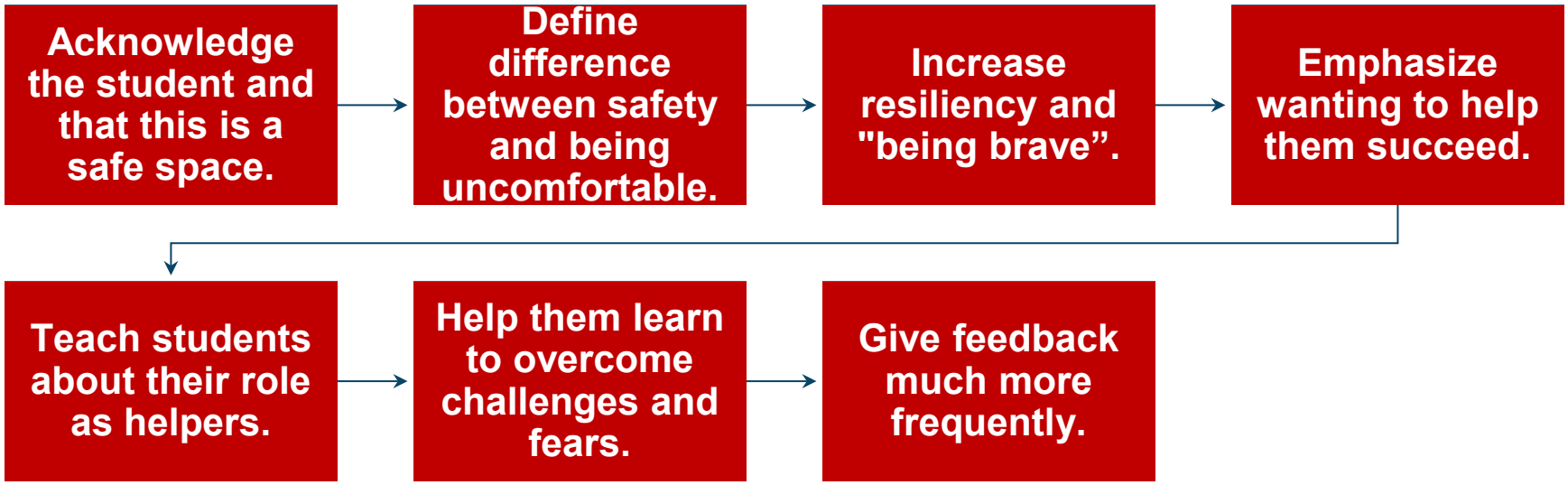
(Community Resilience Initiative, 2020)

ROLES | Solve

- Purpose: manage threats, promote positive outcome.
- Addresses the needs of the student.
- Change student's focus from survival to engagement, learning, planning.
- Help student to differentiate between feeling "uncomfortable" vs "unsafe."

(Community Resilience Initiative, 2020)

Action Steps: Safetyism



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Action Steps: Safetyism

Requests for safe spaces, mental health days, or trigger warnings:

Rather than meeting these requests, help students acknowledge and cope with what doesn't make them feel safe in the first place and find their own tools and methods.

Action Steps: Phone Use

Prevent:

- Firewall social media sites at your facility.

Discuss:

- Talk to students about the need for focus while at fieldwork, and how the phone may be distracting them.
- Ask students to put their phones away during fieldwork and to give theiremergency contact the main number to the site.

Lead:

- Lead by example and put your phone away too.

Advocate:

- Join the conversation with local schools, legislators, and parent groups about why there needs to be more regulation and policy around phone use, especially for children and adolescents.
- Learn about and advocate for families in your community to participate in "Wait till 8th".

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Group Breakout Discussions |

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Case Scenarios for Discussion

The Case Scenarios can be found in the Resource Folder.

We will be using “ROLES” - pages 43-49.

Please divide into groups.

(Community Resilience Initiative, 2020)

We will pass out two case scenarios:

Case Scenario 1: Sophia

Case Scenario 2: Emma

For access to PowerPoint go to resources:
https://tinyurl.com/OTACConf26

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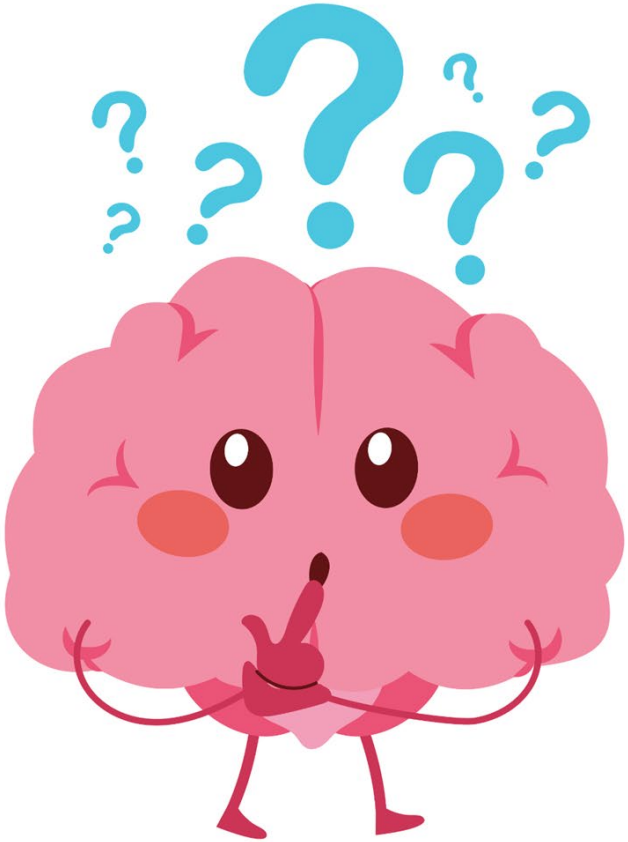
Case Scenarios for Discussion

For your case scenario, discuss the situation using the **ROLES** approach

- **R**ecognize
- **O**bserve
- **L**abel
- **E**lect
- **S**olve

(Community Resilience Initiative, 2020)

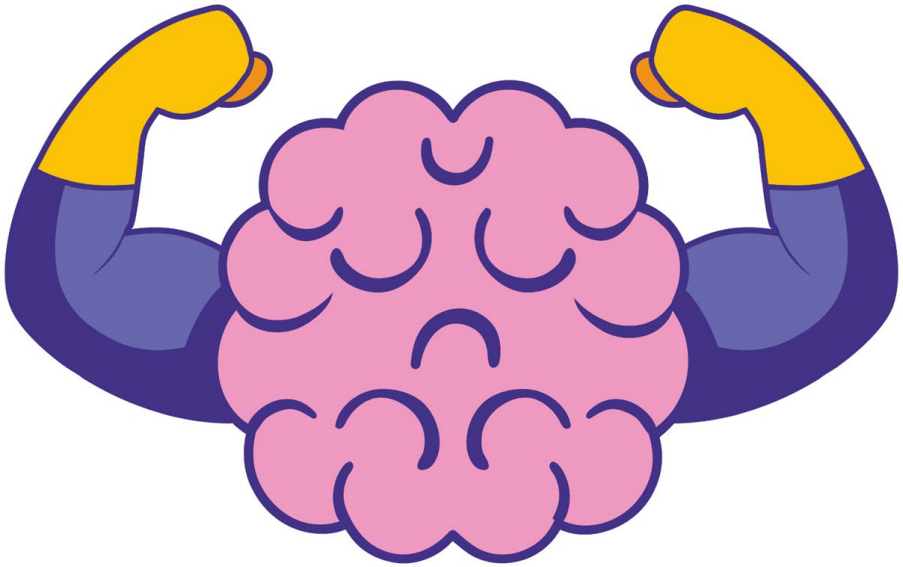
Discussion and Questions



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Takeaways



When we lead with curiosity, relationship, and intentional teaching, we don’t just improve performance—we help shape resilient, capable clinicians.

Image: Canva, 2026

Resources

AOTA 2023 Workforce and Compensation Survery Premium Report: https://www.aota.org/career/state-of-the-profession/what-do-practitioners-earn/workforce-and-compensation-survey-premium-report

The Anxious Generation website: https://www.anxiousgeneration.com/

Community Resilience Initiative: http://www.criresilient.org/

iGen: The Smartphone Generation Ted Talk: https://www.youtube.com/watch?v=UA8kZZS_bzc

Jean Twenge website: https://www.jeantwenge.com/

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